

KYAE Lesson Bank Review Rubric for Mathematics Lessons

Rating Scale:

- 3- Meets most-to-all of the criteria listed for the section**
- 2- Partially meets the criteria listed for the section**
- 1- Meets few-to-none of the criteria listed for the section**

KYAE's goal is to include lessons in the KYAE Lesson Bank which score a 3.

Section 1 – Alignment with CCR Standards	Rating
<p>Lesson Heading</p> <ul style="list-style-type: none"> • Lesson title describes the lesson topic. • NRS Levels and Content Area align to the lesson content. • Timeframe for lesson is appropriate. 	3 2 1
<p>CCR Standards</p> <ul style="list-style-type: none"> • CCR overarching and level-specific standards are stated in their entirety with the appropriate designation. • Lesson targets, to full depth, the content and cognitive demand of the identified standard(s). • Lesson integrates supporting standards from related content areas; e.g., writing, reading, science. 	3 2 1
<p>Key Shifts</p> <p>Lesson utilizes the indicated shift(s).</p> <ul style="list-style-type: none"> • Focus: Lesson focuses on a deep understanding of the concept presented in the standard. • Coherence: Lesson develops through reasoning about the new concepts on the basis of previous understandings, encouraging students to connect knowledge and skills within, or across clusters and domains. • Rigor: Lesson provides students a balance of 1) application, 2) conceptual understanding and 3) procedural skill and fluency. 	3 2 1
<p>Employability Standards</p> <ul style="list-style-type: none"> • Employability standard(s) are stated in their entirety with the appropriate designation. • Lesson activities incorporate the soft skills in the indicated standard(s). 	3 2 1
<p>Mathematical Practices</p> <ul style="list-style-type: none"> • Practices central to the lesson are identified and well connected to the content being addressed. • Lesson activities encourage students to apply the indicated practices. 	3 2 1

Section 2 – Lesson Preparation	Rating
<p>Materials</p> <ul style="list-style-type: none"> The materials indicated are sufficient for this lesson to be successful. 	<p>3 2 1</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> The stated vocabulary encourages precise and accurate mathematics, academic language and terminology necessary to meet the objective. Lesson describes how student mastery of the vocabulary will be assessed. 	<p>3 2 1</p>
<p>Use of Technology</p> <ul style="list-style-type: none"> Lesson includes an explanation of how technology will be incorporated to address the content of the chosen standard(s) and, as appropriate, describes how technology will be used to differentiate instruction. 	<p>3 2 1</p>
<p>Lesson Purpose</p> <ul style="list-style-type: none"> Lesson purpose aligns with the chosen standard(s) and is clearly and explicitly stated. Lesson presents a balance of the mathematical procedures and deeper conceptual understanding inherent in the CCRS. 	<p>3 2 1</p>
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> Lesson objective(s) is specific, measurable, attainable, reasonable and timely. It states the key concepts and skills needed by students to eventually master the chosen standard(s). 	<p>3 2 1</p>
<p>Student Target</p> <ul style="list-style-type: none"> The lesson objective is communicated to the student in friendly language, enabling the student to restate what they can do by the end of the lesson. 	<p>3 2 1</p>
<p>Assessing Mastery of the Objective(s)</p> <ul style="list-style-type: none"> The method(s) for assessing whether students have mastered the lesson objective(s) is clearly stated and elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s). 	<p>3 2 1</p>

Section 3 – Lesson Delivery	Rating
<p>Introduction and Explanation</p> <ul style="list-style-type: none"> Lesson introduction is described sufficiently. An attempt to tie the lesson to students’ goals, interests or needs is evident. 	3 2 1
<p>Instructional Delivery</p> <ul style="list-style-type: none"> Instructional delivery is described in sufficient detail. An attempt to engage students and hold their interest is evident. 	3 2 1
<p>Guided Practice</p> <ul style="list-style-type: none"> Guided practice is described in sufficient detail and flows naturally from the instructional delivery. Opportunities for student interaction and discussion are evident. Method(s) for differentiating activities as needed are included. Method(s) for assessing student readiness for independent practice is explained. 	3 2 1
<p>Independent Practice</p> <ul style="list-style-type: none"> Lesson activities for independent practice are described in sufficient detail and promote application of the lesson concepts and skills. Lesson provides opportunities for students to apply mathematical concepts in real-world situations and problem solve with persistence. Lesson presents opportunities for students to write and speak about their conceptual understanding. Opportunities for additional support and/or enrichment are included. 	3 2 1
<p>Reflection, Closure and Connection</p> <p>Lesson describes, in sufficient detail, the opportunities provided for student reflection. Lesson closure includes how student learning will be summarized; e.g. references to lesson objective, student target, prior learning and next lesson preview.</p>	3 2 1